

<b>English 101: Composition and Rhetoric</b> <b>Section <u>  37  </u> (CRN <u>  81002  </u>)</b>	
Spring Session, 2017 Building: <u>  </u> Colson Hall <u>  </u> Room <u>  </u> G18 <u>  </u> 12:30-1:20 (Mondays, Wednesdays & Fridays)	
Instructor: NITYA PANDEY	
Email: <a href="mailto:np0012@mix.wvu.edu">np0012@mix.wvu.edu</a>	Phone:
Office: Colson Hall 228	Office Hours: 2:30-3:30 (M) 2:30-3:30 (W) & by appointment

## REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 7<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5<sup>th</sup> ed, WVU ed. Boston: Bedford, 2014.

## INTRODUCTION

Welcome to English 101. This course focuses on developing your knowledge of writing in several areas beyond just grammar and punctuation. In this course, you will examine how intellectual arguments are made through a variety of writing purposes including writing to persuade, evaluate, propose ideas, share research, and test out multiple perspectives. You will use all kinds of visual, audio and printed tools to draw your analyses. This course will also place a specific emphasis on conducting research and understanding and assessing information. Finally, you will develop a richer sense of how your own research can give your writing power and purpose so that you can confidently apply what you know in your personal, professional, academic, and civic lives.

## ENGLISH 101 AND WVU'S GENERAL EDUCATION FOUNDATIONS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 101 addresses several of the learning outcomes described in WVU's GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 101, students should be able to do the following:

- Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.
- Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
- Integrate credible and relevant online, print, and primary sources into writing to support ideas.
- Draw conclusions about sources, issues, and ideas based on research.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

## OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

## ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed but make sure you use them for emergencies.

- Students in all sections may miss one week (i.e. three consecutive days) of class without penalty.
- Students who miss more than one week of class may be penalized up to one letter grade for each additional absence
- Students who miss more than three weeks of class will be assigned a failing grade for the course.

All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that I will be able to grant your request.

**Extended Absences.** If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military service person** with possible drill events or deployments, please speak to me about a plan for successfully completing all required coursework.

**Conferences.** As part of our regular class meetings, the English 101 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers at regular intervals.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

## FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

### **Formal Writing (i.e. Portfolio) = 70%**

Formal writing assignments include the major projects (narrative, profile, rhetorical analysis, and exploratory research paper) as well as reflective writing. For more about the formal writing grade, see *grade descriptions in Joining Academic Conversations*.

### **Exploratory Writing = 20%**

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see *Joining Academic Conversations*.

### **Participation = 10%**

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see *Joining Academic Conversations*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

## SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

## ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

## RESOURCES

### The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Eberly Writing Studio see [Joining Academic Conversations](#) or visit [speakwrite.wvu.edu/writing-studio](http://speakwrite.wvu.edu/writing-studio).

### Well WVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

## SCHEDULE OF WORK

Weeks	Topics and Activities	Assignments and Readings
Week 1	<p><b>1/09, Monday:</b> Post your introduction to the discussion board on ecampus. The introduction should talk a little bit about you as a person, your undergraduate major and at least one expectation that you have from this course.</p>	
	<p><b>1/11 Wednesday:</b> Look at the video clips on YouTube on ethos, pathos, logos and rhetorical situations.</p> <p>Based on those, write one paragraph about the persuasive technique that you find most effective. Give reasons for your answer. Post this answer on the discussion board.</p>	
	<p><b>1/13 Friday:</b> Talk about writing assignment #1. (Diagnostic Writing)</p>	
Week 2	<p><b>1/18 Wednesday:</b></p> <p>Read some children's stories, fairytales or fables as a narrative exercise</p> <p>Note down the most interesting points</p> <p>Discussion of individual responses and sharing of own personal narratives</p>	
	<p><b>1/20 Friday:</b></p> <p>Reading "Only Daughter" by Sandra Cisneros</p> <p>Talk about writing a personal narrative</p> <p>Talk some more about personal narratives</p>	
Week 3	<p><b>1/23 Monday:</b></p> <p>Conference on Personal Narrative</p> <p>Talk about writing assignment #2</p>	

<b>Weeks</b>	<b>Topics and Activities</b>	<b>Assignments and Readings</b>
	<p><b>1/25 Wednesday:</b></p> <p>Documentary on a remarkable personality  Notetaking and discussion  Role play exercise (for interview)  The entire class's reflection on the exercise</p> <p><b>Due: Writing assignment #2 (in class)</b></p>	<p><b><u>Due: Personal narrative for Portfolio (11:59 pm)</u></b></p>
	<p><b>1/27 Friday:</b></p> <p>Discuss the assigned readings and base the analysis on a profile from The Saturday Profile of NY Times.  Talk about writing assignment #3</p>	
<b>Week 4</b>	<p><b>1/30 Monday:</b></p> <p>Class activity on profiles  <b>Due: Writing assignment #3 (in class)</b></p> <p><b>2/1 Wednesday:</b></p> <p>A brief discussion about citation and plagiarism  Reflection on the assigned reading</p>	Assigned reading on Plagiarism ("The Plagiarism Plague" by Raymond A. Schroth)
	<p><b>2/3 Friday:</b></p> <p>Talk about Writing assignment #4  Class activity of WIP chapter 4 (Pgs 93 &amp;94)</p>	
<b>Week 5</b>	<p><b>2/6 Monday:</b></p> <p>Talk about memo  Read a few samples and reflect on them  <b>Due: Writing assignment #4 (in class)</b></p>	
	<p><b>2/8 Wednesday:</b></p> <p>Discussion on an assigned reading  Talk about Writing assignment #5</p> <p><b>2/10 Friday</b></p> <p>Conference on Profile  <b>Due: Writing assignment #5 (in class)</b></p>	
<b>Week 6</b>	<p><b>2/13 Monday:</b></p> <p>Watch a short movie/ video and talk about it critically</p>	<b><u>Due: Profile (11:59 pm)</u></b>
	<p><b>2/15 Wednesday:</b></p> <p>Critical analysis of famous speeches by Lincoln and MLK (Junior)  Response and peer review</p> <p><b>2/17 Friday:</b></p> <p>Mid term portfolio conference</p>	
<b>Week 7</b> *Mid-semester reports due by noon.	<p><b>2/20 Monday:</b></p> <p>Tom and Jerry cartoon analysis  Presentations about the findings</p> <p><b>2/22 Wednesday:</b></p> <p>Literary text analysis</p>	

Weeks	Topics and Activities	Assignments and Readings
	<b>2/24 Friday:</b> Painting analysis Talk about writing assignment #6	<u><b>Due: Midterm portfolio (11.59pm)</b></u>
<b>Week 8</b>	<b>2/27 Monday:</b> Rhetoric and critical analysis using printed ads <u><b>Due: Writing assignment #6 (in class)</b></u>	
	<b>3/1 Wednesday:</b> Writing activity with critically analyzing news pieces  <b>3/3 Friday</b> Peer review Talk about writing assignment #7	
<b>Week 9</b>	<b>3/13 Monday:</b> Conference on critical analysis <u><b>Due: Writing assignment #7 (in class)</b></u>  <b>3/15 Wednesday:</b> Critical Analysis conference	
	<b>3/17 Friday:</b> An activity on the structure of writing Talk about Writing assignment #8	<u><b>Due: Critical analysis (11:59 pm)</b></u>
<b>Week 10</b>	<b>3/20 Monday:</b> Read different write-ups and analyze their standpoints  <b>3/22 Wednesday:</b> watch a movie and/or read a story to analyze the viewpoints <u><b>Due: Writing assignment #8 (in class)</b></u>	
	<b>3/24 Friday:</b> Debate and brainstorming on different issues where difference in point of view can be acknowledged	
<b>Week 11</b>	<b>3/27 Monday:</b> Debate and brainstorming on different issues where difference in point of view can be acknowledged  <b>3/29 Wednesday:</b> Talk about Writing assignment #9  <b>3/31 Friday:</b> Conference on Final Research <u><b>Due: Writing assignment #9 (in class)</b></u>	
<b>Week 12</b>	<b>4/3 Monday:</b> Reflections on all the write-ups so far A fun writing game  <b>4/5 Wednesday:</b> A short movie	<u><b>Due: Final research paper (11:59 pm)</b></u>

Weeks	Topics and Activities	Assignments and Readings
	<p><b>4/7 Friday:</b> Applying the concepts (as many as possible) that have so far been discussed in the class</p>	
<b>Week 13</b>	<p><b>4/10 Monday:</b> Talk about writing assignment #10</p> <p><b>4/12 Wednesday:</b> <b><u>Due: Writing assignment #10 (in class)</u></b></p>	
<b>Week 14</b>	<p><b>4/17 Monday:</b> Revision: Memo/Reflection, Personal Narrative and Profile</p> <p><b>4/19 Wednesday:</b> Revision: Memo/Reflection, Critical Analysis and Stakeholder's research</p> <p><b>4/21 Friday:</b> Library research</p>	
<b>Week 15</b>	<p><b>4/24 Monday:</b> Writing activity and peer review</p> <p><b>4/26 Wednesday:</b> Writing activity and peer review</p> <p><b>4/28 Friday:</b> Individual presentations on the overall Portfolio research</p>	<p><b><u>Due: Final Portfolio (11:59 pm)</u></b></p>